

## Historic, archived document

Do not assume content reflects current  
scientific knowledge, policies, or practices.



LIBRARY OF THE  
OFFICE OF EXPERIMENT STATIONS

JUN 23 1927  
EXPERIMENT STATION FILE  
**FOREIGN AGRICULTURAL  
EXTENSION ACTIVITIES**

CANADA, SCOTLAND, BELGIUM,  
GERMANY, AND UNION OF SOUTH AFRICA

J. M. Stedman



UNITED STATES DEPARTMENT OF AGRICULTURE  
Extension Service.....C.W. WARBURTON *Director*  
Office of Cooperative Extension Work.....C.B. SMITH *Chief*  
Washington, D. C.



## FOREIGN AGRICULTURAL EXTENSION ACTIVITIES

Abstracts from Recent Reports and Publications Received by  
J. M. Stedman, Associate Agriculturist, Extension Studies,  
Office of Cooperative Extension Work

---

Contents

	Page		Page
Canada		Germany	
Nova Scotia		Prussia	
Reorganization of county		Itinerant rural housekeep-	
work.....	2	ing schools.....	10
Scotland		Rural continuation schools	
Scottish women's rural in-		for girls.....	11
stitutes.....	4	Union of South Africa	
Belgium		Boys' and girls' clubs.....	13
The caravan farm household		Women's branch of the Trans-	
management school.....	7	vaal Agricultural Union.....	15
Boys' clubs.....	9		

---



C a n a d a

Nova Scotia

Reorganization of county work. - During 1926 a decided impetus was given to extension activities in this province as a result of change of administration. Agricultural representatives or county agents, through whom extension work was conducted, were first appointed in 1913 by the provincial department of agriculture when the dominion agricultural instruction act became effective. Owing, however, to the small portion of this grant allotted to extension work in Nova Scotia, not more than four or five agents were employed in any one year and requests for expansion of activities could not be complied with. In 1924 the dominion grant was withdrawn, and the following year the department of agriculture became a branch of the Ministry of Natural Resources. In September, 1925, an agricultural inquiry committee was appointed by the Minister of Natural Resources to make a detailed investigation of the economic condition of agricultural industry in the province in all its branches and to outline plans for the improvement of agriculture. As a result of its investigations, on February 22, 1926, the committee submitted a report to the House of Assembly at Halifax, containing the following recommendations in regard to extension work:

That agricultural agents be provided for each county in the province to aid in furthering the educational, economic, and social advancement of farmers, with the following objects in view:

- (1) To assist communities to work out and develop agricultural activities likely to bring about efficient crop and livestock production through -
  - (a) The distribution of available printed matter relating to farm production.
  - (b) Meetings for the discussion of farm problems.
  - (c) Illustration plots to show the advantage of lime, slag or other materials likely to prove of advantage in the improvement of pastures and as a supplement to farmyard manure in general crop production.
  - (d) Trial plots to show the value of selected seed in the development of cereal, potato, and other farm crops.
  - (e) The direction of activities in livestock development so as to eliminate mixed breeding as far as possible.
  - (f) The encouragement of community fairs and boys' and girls' clubs.
  - (g) The encouragement of extension courses in agriculture.
- (2) To offer advice in the development of such selling and buying organizations as may facilitate the ready marketing of farm products and permit buying on the best market through -
  - (a) Encouraging community production along certain lines.
  - (b) Assisting a number of different communities to market cooperatively.







- (c) Assisting in grading to encourage a uniform and high-grade product.
- (d) Directing effort toward community buying.
- (e) The encouragement of orderly marketing by making full use of such cold-storage facilities as may be available.

(3) To aid in the development of social activities within the community by -

- (a) The development of community halls as centers of social and educational activities.
- (b) The encouragement of social activities among the people of rural districts.
- (c) The development of a community spirit that will aid in bringing about united effort for a common goal.

An officer with the title of director of county agents and extension service was recommended by the committee to direct the work of the county agents and extension activities.

Director of  
extension

The committee further recommended that a provincial women's institute should be organized to aid in promoting rural development, cooperating with the superintendent of women's institutes in producing results which could not otherwise be obtained. It was advised that agricultural agents and women's institutes should assist in conducting extension work outside of women's institutes, and that where no institutes existed, women should be organized into groups to discuss and study home-making problems; the various districts in the province to be divided into sections, each to be visited once a week for a period of several weeks, and definite programs outlined for each meeting. The committee advised that provision be made for four home-making courses, each of four weeks' duration, with 25 students at a course, to be held during the winter for farm women at the Nova Scotia Agricultural College.

Shortly after the agricultural inquiry committee submitted its report, the Ministry of Natural Resources appointed 10 county agents, four of whom were assigned each to one county, and the others had two or more counties as their territory. The former professor of agriculture and farm superintendent at the Nova Scotia College of Agriculture has been appointed director of the agricultural extension service.

Appointments  
of agents



## Scotland

Scottish women's rural institutes. - Though the establishment of women's institutes in Scotland was first proposed by the chairman of the Board of Agriculture for Scotland in a pamphlet written in 1912, three years before the movement began in Great Britain, the first Scottish women's rural institute was not organized until 1917, two years after the first institutes were organized in England and Wales. The pioneer of the movement in Scotland was a Mrs. Blair, a well-to-do farmer's wife in East Lothian County, who in 1916, at a meeting of the Glasgow and West of Scotland Agricultural Discussion Society made a strong plea for an organization of this kind for rural women. A little later she wrote an article in the "Scottish Farmer," telling of the wonderful things women's institutes could accomplish in rural districts, the establishment of which, she declared, would be a "stimulus to agricultural interests," and would lead to "better social order." Early the next year Mrs. Blair again brought up the matter at a suffrage meeting, and on April 5, 1917, the Scottish Council of Agriculture passed a resolution advising the Board of Agriculture to support the establishment of women's institutes throughout Scotland, in view of the "importance of social life in the development of agriculture and the importance of social life in the development of agriculture and the importance of home life in rural economy." She continued to press the subject of women's institutes in the rural and daily press, and later as a representative of the farming people, headed a deputation of women to the Secretary of Agriculture for Scotland, with the result that the Board of Agriculture authorized the appointment of an organizer and a clerk for a period long enough to allow a sufficient number of institutes to be organized to form a central control body. At a conference which was convened in Edinburgh, June 27, 1917, through the efforts of Mrs. Blair and was attended by representatives of agricultural societies and other rural organizations, it was announced that the Board of Agriculture would finance the movement in its early stages. The first institute was organized in the village of Longniddry, Haddington County, where 37 women signified their desire to form a society of this kind for rural women, and on July 25, 1917, the first monthly meeting was held.

Those who were engaged in the work of organizing the first women's institutes in Scotland found it no easy matter to enlist the interest of the rural women in this movement. Many of them were too busy with farm work to attend the meetings, and others were prejudiced against belonging to women's organizations. In spite of all obstacles, however, the movement grew and at the end of the year 1917, there were 11 institutes. By June, 1918, the number had increased to 35, and encouraging reports were received from every one.





Though the Scottish women's rural institutes, as they are called in Scotland, have the same objects and conduct their meetings in much the same way as the English and Welsh institutes, the plan of organization differs very materially. In the English scheme the county is the unit and the county federations are grouped into a national federation. At first the agricultural organization society was charged with the administration and financing of the English institutes, but in 1918 relationship with this society ceased, and the Board of Agriculture took over their administration through the women's branch of the food production department. When this branch came to an end in 1920, the national federation assumed the work of administration which is conducted through an executive committee and a general meeting of delegates. The institutes of England and Wales are now almost self-supporting. In 1919-20, the year they became self-governing, financial assistance was still continued by the Government. A grant of 10,000 pounds was contributed to their support from the development commission fund, with the understanding that it should be reduced each year for several successive years and finally withdrawn. The next year the same amount was contributed, but after that it was steadily decreased until by 1924-25, only 1,500 pounds was allotted to the institutes by the Government. This with an additional appropriation since 1922-23, to be used in training teachers in handicraft work, brought the Government's contribution to 2,756 pounds.

As the Scottish women's rural institutes spread from one county to another, area groups were formed, an area consisting of several counties. The first constitution, drawn up by the Board of Agriculture for Scotland provided for a general conference, a financial committee, and an advisory committee appointed by the Board of Agriculture. The latter consisted of 10 representatives from each of the four areas in existence at that time - the north-western, the northeastern, the central, and the southern - a representative from each of the three agricultural colleges, six members chosen jointly by the institutes, and a Government representative. At the third general conference, which was held in 1920, a new constitution was drawn up by the advisory committee. This constitution stated that the institutes should be self-governing bodies, with control of their own affairs, financial or otherwise, and should not engage in party, political, or sectarian propaganda. It provided for -

(1) A committee in each area, consisting of representatives in the area, elected by ballot vote of the delegates from the institutes in each county at the area conference, to receive and administer funds available for the area, encourage the work of the institutes, elect by ballot two members to serve on the central committee or council, and convene meetings of institutes within their area.



(2) A conference convened biennially in each area by the Board of Agriculture, attended by two delegates elected by each institute, other members of the institutes, representatives of the Board of Agriculture, and persons invited for special reasons, to receive reports of the outgoing area committee, elect a new area committee, discuss matters of general policy, and make recommendations to the Board of Agriculture through the Central committee or council.

(3) A central committee or central council for Scotland, consisting of two members from each area and a representative of the Board of Agriculture acting in advisory capacity only, to receive and administer moneys intended for or left to the institutes, and where desirable, to raise funds for the furtherance of the work of the institutes.

The functions of the Board of Agriculture, according to the constitution, were to collect and disseminate such information relating to agriculture, rural domestic economy, rural industries, and the like, as was required by institute members, refer them to appropriate sources of information and lines of work outside of the board's province, form new institutes, endeavor to awaken and stimulate interest in those already established, and render such assistance in administration as might be necessary and as might be advised by the area committee through the central committee.

In October, 1922, the Board of Agriculture decided that official control of the institutes should cease, but as they were not yet in a position to be self-supporting, the board made provision for a grant of 3,000 pounds a year for five years more, or until 1927, when it was hoped they would be able to support themselves. In November, 1922, a new central council and committees representing five areas - northwestern, northeastern, southwestern, southeastern, and central - were organized and the control of the Government was withdrawn.

As the Government grant will cease in October, 1927, and the institutes will have to become self-supporting, much discussion has arisen in regard to a scheme of reorganization on a contributory basis. The institutes so far have not been called upon to pay a penny of the expenses incurred in conducting the work. Two reorganization schemes have been drafted and copies sent to the secretary to each institute.





Scheme No. 1, drafted by the northwestern, southwestern, and central area committees, is based on decentralization and favors management of affairs and raising of funds as far as possible by the various groups or federations. Scheme No. 2, approved by the representatives of the southeastern and northeastern area committees, is in favor of centralization of the control of the institutes, and suggests that a national fund should take the place of the Government grant, to be obtained by an annual contribution from each member.

Reorganization schemes

Since the institute movement began in Scotland about 10 years ago, the institutes have spread all over the country, from the Orkney and Shetland Islands to the extreme south. Since Government control ceased, they have increased rapidly, in October, 1925, numbering 420 with 27,500 members against 209, with 13,000 members at the beginning of 1922. The goal of the organization, an institute in every parish, is being gradually reached.

Progress of the institutes

Through the institutes, which are recognized by many as one of the most important movements of the century in social and agricultural life, many women in the rural districts have obtained a new outlook on life. They have done much to break down class feeling, as the women meet on an equal footing, with no regard to social status or difference in religious belief.

## B e l g i u m

The caravan farm household management school. -- The caravan farm household management school, which came into use after the World War for holding classes for farmers' daughters in the devastated regions of Flanders where it was impossible to find places to conduct the itinerant schools, is still being used successfully. Ten farm girls were enrolled for the first course, held shortly after the armistice, and since then three to four months' courses have been conducted regularly, besides others of shorter duration. The members of the araff have also given lectures which have been well attended by members of the farm women's clubs in the various communes.

The minister of agriculture conceived the idea of this unique traveling school, in accordance with which plans were drawn up by the director-general of the ministry. In the construction of the caravan school four vans are used, each 7 meters (about 23 feet) long, and  $2\frac{1}{2}$  meters (about 8 feet 2 inches) wide. Two vans are placed side by side, and their adjoining sides removed, to form a room 7 meters long by 5 meters wide; that is, about 23 by 16 feet 5 inches. The other two vans are placed, one on either side of this large room, the length of each van perpendicular to the length of the room, and thus extending two meters (about 7 feet) beyond the width of the room. Well-constructed doors open from either side of the room into these two side vans. By means of two wooden panels attached to the side vans and an awning, an annex or court is formed.

Plan



The space in the vans is used to the best possible advantage. In the large room which serves the double purpose of classroom and dining-room, three rows of tables are placed, two in a row, and as  
Classroom three pupils can be seated at each table, 18 girls can be accommodated. By taking off the tops and turning them, the tables are converted into ironing tables. In the front of the classroom are two sewing machines which are used as teachers' desks when the tops are let down. In this room are a stove for heating the room and the flatirons, a blackboard, a bookcase, a cupboard containing equipment for the dairy work, a Gerber apparatus for milk analysis, a home dispensary, and a closet for dishes. Bracket seats are arranged along the sides of the room to accommodate visitors. At the back of the room is a row of pegs where pupils may hang their hats and coats.

Van No. 3 on one side of the classroom is divided into two distinct rooms with a communicating door. The larger room,  $4\frac{1}{2}$  meters by  $2\frac{1}{2}$  meters (about 14 $\frac{1}{2}$  feet by 8 feet 2 inches) is used as a kitchen, and the other  $2\frac{1}{2}$  meters by  $2\frac{1}{2}$  meters, serves as a bedroom for one of the instructresses. In the kitchen are a kneading-trough, a sink, the necessary shelves for kitchen utensils, a cupboard, a pantry for provisions, hot and cold water always ready for use, and a cleverly concealed bathtub. In the bedroom, which does duty also as an office, are a desk which may be used as a washstand, a linen closet, a clothes closet, a mirror, and a bed which serves as a sofa in the daytime.  
Kitchen

Van No. 4 on the other side of the classroom is divided into two rooms of the same dimensions as those in Van. No. 3. The larger one is used as a dairy. In this room are two separators of the latest model, one operated by electricity, a churn, a refrigerator, cheese presses, and an electric motor which furnishes the power for lighting the vans, for ironing, and for separating the cream. The smaller room which is furnished in the same way as the corresponding room in Van No. 3, serves as the other teacher's bedroom.  
Dairy

Doors lead from the kitchen and the dairy to the annex or court which occupies a space 7 meters (about 23 feet long by  $2\frac{1}{2}$  meters (about 8 feet 2 inches) wide. In the annex are the washing machine, the  
Court sanitary toilet, and the watch dog's kennel.

Under the vans are placed water tanks, coal, and wood bins.

The caravan school presents a very cheerful and attractive appearance. The outside of the vans is painted dull green with yellow stripes, forming large squares. The wheels are cleverly concealed by means of bases. The walls of the vans are decorated to harmonize with the furniture, the window curtains, and the linoleum which covers the floor. Growing plants in the windows add a note of attractiveness.





The school is moved from one place to another by some kind of tractor. It can be taken down in a few hours and about one day is required to set it up. The four vans cost 50,000 francs (\$10,000) and about 20,000 francs (\$4,000) have been spent in furnishing and equipping them.

Cost of school

The instruction is mostly practical. The pupils are divided into two groups, one being busy in the kitchen while the other does the washing or works in the dairy. The two groups exchange work from time to time and both work together in the classroom at sewing and other handwork. The subjects taught are household economy, hygiene, care of the sick, first aid, the natural sciences, elements of agriculture, gardening, dairy work, including cheese making, care of livestock, elements of farm and household accounts, agricultural social economy, good manners, and the betterment of rural life. Two farm household management teachers accompany the caravan, graduates of the higher institute of farm household management of Laeken. Agricultural subjects are taught by the State agricultural expert of the district, who is in charge of the school. The lessons are given in the morning and afternoon in the winter, but during the summer in the morning only, the hours of instruction amounting to 30 to 35 a week.

Instruction

Boys' clubs. - In 1925, the Boerenbond Belge, or League of Belgian Peasants, added a new line of work to its list of activities; namely, the organization of farm boys into groups or clubs in connection with the guilds of adult farmers. The League of Farm Women, a branch of the League of Peasants, for a long time has had the interests of the farm girls at heart, but heretofore nothing had been done for farmers' sons. The object of the boys' sections is to train them to later become strong supporters of the league, and to contribute to the improvement of the farming class.

Activity of League of Belgian Peasants

To arouse the interest of the boys in forming themselves into clubs, regional meetings were held by the league in the provinces of Anvers, Brabant, Limburg, Liege, East and West Flanders. These meetings were attended by hundreds of young peasants and a great deal of interest was displayed. By December 31, 1925, almost 4,000 boys were enrolled.

Number enrolled

The young farmers attend the meetings of the league, where they come to listen to their elders and to collaborate with them. At certain times meetings are also held especially for the boys to discuss matters of particular interest to them, such as the dangers by which they are surrounded, and the need of close cooperation with the guilds. In these meetings they are also taught to sing and to recite. Wherever the young farmers' groups are organized, study sections are formed, or the young people attend the study section of the guild with which they are affiliated. During study days held in December, 1925, more than one-half of those enrolled were farmers' sons. In the summer excursions to experimental fields, expositions, and the likes are arranged for the boys. The boys sometimes write accounts of these excursions or make reports on the courses they have attended.

Activities of boys' groups





Though only a beginning has been made in this work with the farm boys of Belgium, the officials and members of the league realize that the field is large and are confidently expecting good results.

## G e r m a n y

### Prussia

Itinerant rural housekeeping schools. - The forerunner of the present itinerant rural housekeeping school in Prussia was the traveling cooking class which was first held about 50 years ago in Siegen in Westphalia. A portable hut served as a classroom and was also used in transporting the equipment from one place to another. The traveling classroom was discontinued at the end of the nineteenth century when the scope of the itinerant school was enlarged to include all branches of home management with instruction in farming lines that belong to the women's sphere of work. The necessary equipment is moved from one village to another, and as a rule there is no difficulty in finding a suitable place for holding the school. A permanent staff of teachers is employed but as they are constantly moving from one place to another, it is impossible for them to give much attention to the general training of the girls. This is a serious drawback to the itinerant school and is likely to prevent its spread. There is now a tendency for the rural continuation school to replace the itinerant school, and a rivalry has also sprung up between the itinerant schools and the parallel classes for girls recently established in connection with the winter schools of agriculture.

The program outlined for the itinerant schools of the province of Hanover in 1921 is in the main similar to those adopted by the other Prussian provinces. Here the course lasts 12 weeks, 8 hours a week, or 96 hours being devoted to theoretical instruction, and the remainder of the time, 336 hours, to practical work. The length of the school day is 6 hours. The 96 hours of theoretical instruction are divided as follows: 24, principles of nutrition; 12, hygiene; 8, care of nursing mothers; 10, household work; 12, physiology; 4, the dairy; 6, poultry keeping; 8, vegetable growing; 4, fruit growing; 8, account keeping. The practical work includes cooking, preserving, washing and ironing, needlework, household management, account keeping, and business correspondence. The aim of the itinerant school is to have the pupils do the same work as in real life. They are thus required to cook all the food they eat, wash and iron their clothes, and make and repair their own dresses and underclothes. Matters in connection with the school or the home furnish opportunities for business correspondence. Teachers of general and rural household management and instructresses without special qualifications teach the home management classes. Experts give instruction in kitchen garden work and the director of the local winter school of agriculture, in the feeding and management of cows and calves. The mothers of the pupils, members of communal boards, local clergymen, and presidents of women's associations attend the practical examinations at the end of the course.



The latest available statistics for the itinerant schools in Prussia cover the period from April 1, 1923, to March 31, 1924. Ninety-three schools were held, with 339 courses, 201 lasting 8 weeks, 102 a longer, and 25 a shorter time. The attendance was 5,721 girls, of whom 2,631 were farmers' daughters, 1,262 daughters of farm laborers, 1,288 daughters of persons engaged in rural occupations, and 590 were from homes of other types. Eighty-four schools were supported by the districts and nine by women's associations, none receiving a Government contribution. The decrease in the number of itinerant schools will be seen by comparing these statistics with those for 1913, when 283 schools were held in Prussia, with 990 courses, and a total attendance of 16,345 pupils. Of these schools, 183 were established by the communal societies of the districts, 82 by women's associations, 6 by both of these organizations and 12 by private societies. Two hundred and fifty-six received Government aid and 27 were entirely self-supporting. It is difficult to make a comparison in cost of maintenance as in 1923 money was still in an inflated condition.

#### Statistics

Rural continuation schools for girls. - Rural continuation schools are intended for girls who have finished the elementary schools, and the courses are so arranged that they can carry on their occupations while attending the school, one, two, or three half days a week being devoted to this instruction. The first schools were started at the request of the girls who did not want the boys to get ahead of them and were imitations of boys' continuation schools. Later housekeeping instruction was included in the program.

Before the war attendance at continuation schools was voluntary and the central authorities gave little support to the schools. As the management of the rural home devolved to a greater extent upon the women during the war, more attention began to be paid to proper instruction for girls, and the permanent committee for the interests of working women made it the subject of discussion at many meetings. A questionnaire issued by the Prussian minister of agriculture, containing the following questions, had a great influence on these discussions:

#### Questionnaire

- (1) What should be the object of the rural continuation school for girls?
- (2) Do you consider a curriculum including farm household management instruction essential and practical?
- (3) If the answer to the preceding question is in the affirmative, would it be feasible to incorporate such instruction in the program of existing institutions (public school, the rural household management school - traveling or fixed - and so forth)?
- (4) For how many years, how many hours in the year, at what seasons of the year, and to girls of what ages should the instruction be given?
- (5) What is the best method of combining continuation instruction with the domestic and vocational duties of the girls?
- (6) To whom should the general instruction be intrusted - preacher, teacher, or other person; the household management and farming subjects - rural household management teacher, communal inspectors, rural advisers?





As a result of its discussions, the permanent committee of the interests of working women came to the decision that farm household management instruction was, as a rule, considered essential in the country districts. The committee decided that the course of instruction of the continuation school should cover two terms, the first to be devoted principally to household economy, and the second to farming subjects, the period of instruction each year extending from November to March, and amounting to 300 hours for the two-year period, or two half days a week.

Some changes took place in connection with continuation instruction as a result of the revolution following the war. An article of the constitution made attendance at the vocational school obligatory, and the various States of Germany decided to re-organize the schools already existing or to establish others. In the republic of Saxony a special measure was passed in 1919, which provided for continuation schools with a program including household management, training and care of children. Other States passed similar laws, but the depreciation of currency following the armistice prevented progress in this direction keeping pace with legislation. In some States continuation schools are now obligatory, in others they are not. The most serious difficulty at present is the matter of financing the schools, as the cost of the necessary equipment, though not very great, is generally more than most of the communes can afford.

The following program of a continuation school at Jacobsdorf, Silesia, gives an idea of the subjects taught. Here the course covers three years.

Girls' continuation school in Jacobsdorf and district

November to March (5 months) 8 hours a week; that is, two afternoons from 12.00 to 4.00 p.m.

First year

<u>Hours</u>	<u>Monday</u>	<u>Thursday</u>
12.00 to 3.00 p.m.	Sewing, mending, making underwear and simple garments	Sewing, mending, making underwear and simple garments
3.00 to 4.00 p.m.	Mother tongue	Hygiene and domestic sanitation

Second year

	<u>Tuesday</u>	<u>Friday</u>
12.00 to 3.00 p.m.	Cooking	Management of the house
3.00 to 4.00 p.m.	Citizenship	Poultry keeping and horticulture

Third year

	<u>Wednesday</u>	<u>Saturday</u>
12.00 to 3.00 p.m.	Cooking	Management of calves and pigs
3.00 to 4.00 p.m.	Science of nature	Care of infants



## U n i o n o f S o u t h A f r i c a

Boys' and girls' clubs. - Boys' and girls' clubs in South Africa include boys' maize or corn-growing competitions and boys' and girls' clubs of the Prosperity League.

Objects        The objects of the club movement are:

- (1) To encourage love for rural life and make conditions in the country more attractive.
- (2) To teach boys and girls approved modern agricultural methods.
- (3) To combine the interests of teachers, parents, and children.
- (4) To develop self-help and teach the dignity of labor.
- (5) To enable school children to obtain good stock and seed and to teach them proper use of the same.
- (6) To develop the social amenities of the countryside.
- (7) To demonstrate to the community the lessons learned in better home and farm practices.

Maize-growing competitions        The formation of boys' maize-growing competitions, which were begun in 1914, under the direction of the department of agriculture of the Union, mark the beginning of club work in South Africa. The department of education, realizing that most of the children in the rural areas, will become farmers or earn their living in some way from farming, has given active support to the organization of these competitions. Until the spring of 1926, they were almost entirely confined to the province of Transvaal, and the officer in charge of the work was stationed at the agricultural school of the province located at Potchefstroom. On April 1, 1926, he was transferred to Pretoria, the headquarters of the department of agriculture. The work is now directly under the supervision of the division of agricultural education and extension, and it is hoped to extend the competitions to other provinces, and to organize competitions in other branches of farming, such as poultry, gardening, pigs, and calves.

Regulations        Any boy between 12 and 18 years of age is allowed to take part in these competitions, but preference is given to those attending school, as it has been found that better results are obtained by working through the teachers. Each boy is required to plant about an acre of land, doing all the work himself, and keeping a complete record of all his operations. As the boys are generally farmers' sons, the land, implements, and oxen are furnished by their parents. An officer of the department of agriculture visits the schools at least once a year to check up on the boys' work and





give them advice and encouragement, and at the same time he gives them a talk on agriculture. Prizes in the shape of cups, medals, books, fertilizers, and certificates of merit are awarded by the department of education, also by agricultural societies and private individuals. Special prizes are sometimes donated by private persons. For example, in 1926, a cultivator was given to the boy who had the best kept and cultivated plot. A cotton-growing competition and a poultry competition were organized in 1926, and it is hoped that sheep, pig, and cattle competitions will soon be begun.

Boys' maize-growing competitions have proved of great benefit to their parents, as the department of agriculture has found that the best way to reach the adult farmers is through their boys, and the teachers who have a great influence in the rural districts. The good results obtained by the boys on their plots, which in some cases are adjacent to their fathers' fields, and have a decidedly better appearance, have been the means of inducing the latter to put into practice the methods used by their children, namely use of selected seed, winter plowing, fertilizing, use of good land, and proper cultivation. The department plans to start a crop rotation competition for the boys lasting three or four years in the hope that when their fathers see the benefits of such a system they may be induced to adopt it, as in spite of the efforts of the department of agriculture for a number of years to persuade the farmers of South Africa to practise crop rotations, they continue to plant the greater part of their land to corn.

Prosperity League clubs were inaugurated two or three years ago by the Transvaal Agricultural Union, and the movement has been supported by the Transvaal education department and the Union department of agriculture. Through the efforts of the league a great deal of interest has been aroused in the subject of agricultural education and boys' and girls' clubs have come to be regarded as an important part of the educational system of the province. Though difficulty has been encountered on account of the apathy of some rural teachers and the inadequate agricultural training of others, a number of enthusiastic persons have done excellent work. Clubs have been organized at more than 50 rural schools and the number of members now exceeds 3,000. The goal set by the officers of the league is a club at every rural school, and where clubs have not been started they are endeavoring to find out the reason. The progress of club work in the United States has been an inspiration to leaders of the movement in South Africa.

In accordance with regulations hitherto adopted in Transvaal in organizing clubs, boys and girls who are attending the rural schools as well as those who have left school and have not reached 18 years of age, may become members. Effort is made to maintain close cooperation at all times with the school which is the center of organization, the work of organizing and directing clubs devolving upon the teachers who endeavor to obtain the full cooperation of the parents in order to get the best results. The interest of business men, farmers, and farmers' organizations is enlisted in the club movement, and they are sometimes asked to make donations in the shape of funds, animals, and so forth. Those organizing





clubs are required to explain fully the purpose of the work to the parents and children so that they may realize its value and be desirous to undertake it. Competitions are arranged in crop raising for both boys and girls, also handicraft competitions for the boys - making articles from wood, iron, and leather - and for the girls, competitions in needlework, knitting, canning fruits and vegetables, and making cake. A show is held at the school, where the club members' products are exhibited, judged, and awarded prizes. A beginning has been made in organizing poultry, dairy calf, and gardening clubs.

The Prosperity League clubs have recently been placed under the control of the division of agricultural education and extension of the Union Department of Agriculture with a view to extending club work to the other provinces. The chief of the division is in charge of the work, and provincial agricultural unions and provincial departments will give their cooperation to the movement. The rules for organizing clubs are in the main the same as before the control of the work was transferred to the agricultural department of the Union. Clubs organized in the Transvaal are to be affiliated with the prosperity league, and those in other provinces are required to affiliate, if possible, with the nearest farmers' association or agricultural society. All clubs will be known as "Prosperity League" clubs. The chief of the division of agricultural education and extension in a recent article states that when a teacher desires to organize a club, he must call a meeting of his staff and pupils, and other interested persons, such as parents and members of local farmers' associations. A chairman and secretary-treasurer must be elected, preferably teachers, and three committee members among the pupils. The projects to be undertaken must then be decided upon, each club concentrating preferably on one or two lines, and decisions must be made for obtaining funds and donations of poultry, stock, and so forth. The secretary must then inform the chief of the division of agricultural education and extension at Pretoria of the total number of boys and girls in the various projects, and the number who have enrolled in each one, giving their names and ages. Club members should hold meetings at least once a month, at which time it is advisable that a short lecture should be given by some qualified person, as an extension officer, a local farmer, or the teacher. The division has prepared a series of pamphlets on several club projects, as corn, vegetable growing, raising pigs, calves, and poultry, to be distributed to Prosperity League clubs or to schools desiring to start clubs.

Women's branch of the Transvaal Agricultural Union. - The women's branch of the Transvaal Agricultural Union was founded at a meeting of the Union in September, 1925. The constitution adopted at that time states that the chief objects of the branch are:

- Objects
- (1) To establish cooperation among women and objects
  - (2) Between societies and district organizations of women in the Transvaal Province and elsewhere, with a view to the promotion of farming interests in the widest sense of the term throughout that province and in South Africa generally.
  - (3) To organize the women in Transvaal into branches of the women's branch of the Transvaal Agricultural Union, wherever this is possible.
  - (4) The branch may also cooperate with such societies and associations elsewhere.



The work of the women's branches is educational, civic, social, and commercial.

Educational work      The educational work includes lectures, demonstrations, discussions, and competitions. The lectures relate to agricultural subjects, such as poultry farming, dairying, beekeeping, cultivation of fruit, flowers, and vegetables, cooperation, and the like; home industries and domestic science; hygiene, sanitation, and nursing, or matters of public interest. Demonstrations are given in cookery, upholstery, sewing, knitting, decorative work of all kinds, and handicrafts which include hat-making from maize straw and basket making. The members engage in discussions which are based on the lectures and demonstrations given at their meetings, or on subjects of local or general interest. Competitions are held from time to time by the members of the various branches in such lines as butter making, egg production, dressing poultry, making cakes and biscuits, basket making, and sewing of all kinds.

Civic work      Civic work includes public welfare work of all kinds, such as improvement of school grounds; better nursing; better opportunities to obtain suitable instruction in agriculture, domestic work, nursing, and the like; child welfare; and the organization of Prosperity League clubs.

Social work      The social work in which the branches are engaged includes arrangements of entertainments and amusements, such as farmers' days, sports for children, and picnics.

Commercial work      The commercial work of the branches includes the establishment of market halls and women's depots, taking orders for products, and work of all kinds done by the members, such as preserving fruits and vegetables, and cooperative effort.

Whenever requested lecturers and demonstrators are sent to assist at the meetings of the members of the branches and local farmers, professional persons, and women who are members of the branches also give talks on various subjects.

Second Annual congress      The second annual congress of the women's branch of the Transvaal Agricultural Union, which was held on August 24, 1926, was attended by delegates from other women's organizations, the departments of agriculture, education, and health, and the Transvaal University College and School of Agriculture. Since the founding of the women's branch in 1925, eight branches have been organized. Some difficulties have been encountered during the year or more of its existence, and it has often been necessary to explain the reasons for the organization, as the idea of women's organizing for the advancement of agriculture has seemed revolutionary to many persons. In spite of this fact and the little support received from farmers' organizations, it is felt that the women's branch is supplying a need, as it furnishes a means for reaching the women in the heart of the country where it has been hard for the departments and the societies to do satisfactory work. Now, where branches have been organized, arrangements for meetings and demonstrations may be made beforehand, and good audiences obtained.







One noteworthy accomplishment of this second congress of the women's branch was the calling of a meeting of all the primary-school principals in Pretoria by a committee of two women, at which the objects and methods of organization of the Prosperity League clubs for boys and girls were explained by the chairman of the league and the inspector of agricultural education of Transvaal. As a result of this meeting the teachers decided to organize clubs wherever possible.

-ooOoo-





